

Volusia County Schools

All In!



Problem Solving Team (PST) Manual School Year 2018-2019

Strategically *PAIRing Effective Solutions with Educational Problems

Problem Identification ↔ What is the problem?

Analysis of the Problem ↔ Why is it happening?

Intervention Implementation ↔ What do we do about it?

Response to Intervention ↔ Is the plan working?

Volusia County Schools Problem Solving Team Manual

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Before you begin...

A school district's commitment to problem solve in the manner detailed in this manual represents a shared vision between general education **and** exceptional student education. Addressing the educational needs of **ALL** students is the overarching goal and drives this problem-solving process. While all educational stakeholders will be involved in some way with this process, different role groups will have a need for varying levels of skills and expertise.

The materials in this manual are intended to be utilized by school teams that are thoroughly trained in this problem-solving process. For successful implementation, it is expected that the following groups (in addition to the PST Chair at each school site) have an extensive knowledge of this process and the use of these materials: school psychologists, school counselors, school social workers, district staffing specialists, and the supervisors of each of the aforementioned groups.

The following groups should have a thorough understanding of the philosophical underpinnings of this model and the four steps of Volusia County's problem-solving model: district level personnel, principals, and intervention providers.

Classroom teachers should have a working knowledge of the four steps of Volusia County's problem-solving model, have a keen understanding that the purpose of problem solving and response to intervention is to improve student outcomes, and know how to access this process when needed.

Special thanks to Dr. Chris Colwell, former Deputy Superintendent of Curriculum and School Improvement, to Dr. Bill Fink, former Director of ESE and Student Services, and to Andrew Spar, President of the VTO for their leadership and support of this problem solving/Rtl process. Appreciation is also extended to Dr. Mary Alice Myers, Assistant Director ESE/Student Services, for leading the development of our Problem-Solving process and manual.

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Chapter 1: Volusia County Schools Problem Solving Team Overview

What is the Problem-Solving Team?

Volusia County Schools Problem Solving Teams (PST) are intervention driven/progress monitoring teams at each school which assists students, families and teachers in seeking positive solutions for all students. The primary goal of the PST is to support teachers and parents by generating effective evidence-based academic and behavioral strategies for individual targeted students. In addition, Problem Solving Teams can use school-wide and class-wide data to monitor the success and difficulties of groups of students and can offer academic and behavioral interventions to be applied to class or school-wide issues.

What is the Relationship of Problem Solving Teams to Professional Learning Communities?

Problem Solving Teams (PSTs) are a natural extension of Professional Learning Communities (PLCs). The guiding principles of PSTs mirror the four essential questions of PLCs in that both seek the answers to the following questions to improve academic outcomes:

1. **What is it we expect students to learn?**
2. **How will we know when they have learned it?**
3. **How will we respond when they don't learn?**
4. **How will we respond when they already know it?**

Within this manual, these questions are embedded within the procedures and should guide thinking as educators engage in the problem-solving process. At the forefront is the commitment that educators *always* seek solutions until finding whatever supports are needed for students to be successful.

Why Problem Solve?

Federal legislation and state regulations mandate that schools intervene early with students when problems first occur as opposed to waiting for problems to become so significant that special education is warranted. To meet the spirit of these laws and policies requires abandoning old practices and thinking (i.e., refer-test-place models and viewing all academic and behavioral deficits as child-centered problems).

Problem solving is a research-based strategy that seeks to ensure that individual, class-wide, and school-wide problems are addressed systematically and that important educational decisions are based on data that is collected frequently over time. The foundation of problem solving is to develop positive solutions for EVERY child- not just for those students being considered for exceptional student education. Within this context, Problem Solving Teams examine all factors that may be impacting academic success for students (i.e., Instruction, Curriculum, Environment and Learner centered variables).

A critical component of Problem Solving Teams is the collaboration of all stakeholders within the school community (i.e., school administrators, teachers, school psychologists, school counselors, school social workers, speech/language clinicians, reading specialists, parents, and other relevant personnel including community agencies when necessary). By tapping into the expertise of these professionals as well as parents, the team is more likely to accurately determine the cause of the student's problem and subsequently to develop effective solutions.

As indicated, a core purpose of Problem Solving Teams is to develop evidence-based academic and/or behavioral interventions for targeted students. The level of supports and resources that are available within districts and individual schools are often described within a Multi-Tiered System of Supports (MTSS) and is depicted in the following chart:

A Multi-Tiered System of Supports

Academic Systems

Tier 3: Intensive, Individual Interventions

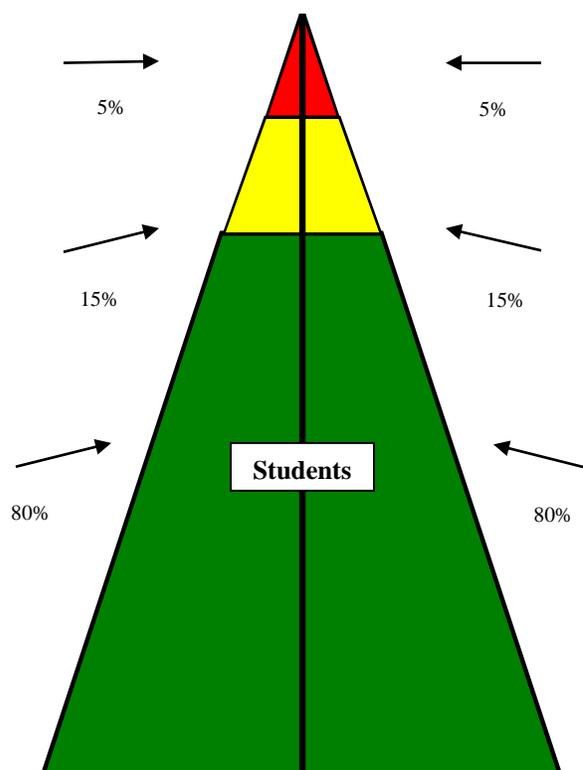
Individual Students
Assessment-based
High Intensity
Of longer duration

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions

All students
Preventive, proactive



Behavioral Systems

Tier 3: Intensive, Individual Interventions

Individual Students
Assessment-based
Intense, durable procedures

Tier 2: Targeted Group Interventions

Some students (at-risk)
High efficiency
Rapid response

Tier 1: Universal Interventions

All students
Preventive, proactive

Within academic systems, universal interventions are those that are available to *all* students and are proactive and preventive. These universal interventions which are typically embedded within the core curriculum are referred to as **Tier 1** supports. Similarly, behavioral interventions that are applied universally across all settings to all students and that are preventive and proactive are also referred to as Tier 1 supports. Within the Volusia County Schools model, 80% of students at each school site should be successful when universal Tier 1 support is effectively provided.

Based on this model, students who are unsuccessful with universal interventions are targeted for small group interventions. These interventions (either academic or behavioral) are evidence-based and are typically provided to 4 to 8 students with similar problems 3 to 5 times weekly. These interventions for targeted at-risk students are referred to as **Tier 2** supports and typically impact no more than 15% of the school population.

Students who do not respond adequately to Tier 2 supports are typically considered for more intensive, more frequent, and/or individual interventions (provided that the resources are available within the school site). Ideally, when effective Tier 1 and Tier 2 supports are in place, no more than 5% of students should fall into this category. Whether the issue is academic or behavioral, these **Tier 3** supports are provided with high intensity and are typically provided either individually or in a very small group (no more than three students). In addition, Tier 3 supports are typically provided on a daily basis. It is not uncommon for Tier 3 supports to be comprised of the same materials that are used for Tier 2 interventions. The key difference is that the intervention is provided in a smaller group (or individually) and is typically provided daily.

While academic and behavioral interventions are accessible at all schools, not all schools consistently utilize the same interventions or have the same personnel resources to administer and monitor interventions. Successful Problem-Solving Teams are aware of the resources (both personnel and materials) within their specific school. The *Resource Mapping Template* on the PST webpage under the "Toolkit" link is a useful tool to help schools identify the materials and human resources available at their school site for both academic and behavioral systems. This template should be updated regularly.

How do PSTs Problem Solve?

Effective Problem-Solving Teams incorporate a research-based problem-solving model. The *Volusia County Schools Problem Solving Team* process is based on a 4-step problem solving/response to intervention model. The steps of this problem-solving model include:

- Problem identification *(What is the problem?)*
- Analyzing the problem/hypothesis development *(Why is it occurring?)*
- Intervention Design and Implementation *(What do we do about it?)*
- Response to Intervention/monitoring of progress *(Is the plan working?)*

With the use of data, the PST determines where the student is currently *observed to be functioning* (academically and/or behaviorally), and what the *expected level of performance* is for that student and his or her peers based on benchmarks. The PST develops high-quality evidence-based interventions for the individual student in order to close the gap between *current observed performance* and *expected performance*. A key component of this PST model is the monitoring of the student's progress, i.e., how the student is responding to the selected intervention over time. This monitoring of student progress to guide instruction is often referred to as response to intervention.

What is Response to Intervention (RtI)?

Response to intervention (RtI) is an important piece of the PST model and is a component of the problem-solving process. "RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. These three components of RtI are essential." (NASDSE, 2006).

By collecting and monitoring data over time, the Problem-Solving Team can help teachers select interventions and adapt instruction to best meet the needs of all students. For more information on RtI, see "Frequently Asked Questions" on the PST webpage. A list of references and resources is provided in the appendix of this manual for further reading on problem solving and RtI.

How do PSTs Problem Solve?

1. Problem Identification (What is the problem?)

- Prioritize problems and choose the one of greatest concern
- Create a specific and observable description of the behavior (academic/behavioral)

2. Analyze the Problem (Why is it occurring?)

- Gain a clear understanding of the causes (functions) of the problem
- Develop hypotheses as to why the problem is occurring
- Identify relevant obstacles/barriers
- Develop a goal to address the problem (observable and measurable)

3. Intervention Design and Implementation (What do we do about it?)

- Brainstorm and evaluate possible solutions
- Make sure solutions directly address the identified problem
- Select an evidence-based intervention
- Assign roles
- Model interventions
- Select a method/tool to systematically monitor and *graph* the student's progress toward written goal(s)- (e.g., daily observation/log, weekly assessment of a specific skill, etc.)

4. Response to Intervention (Is the plan working?)

- Determine if the student is making progress toward the goal and next steps
- Make educational decisions based on data

The bottom line.....

If you are not progress monitoring, you are not problem solving!

Problem Solving Teams.....

- Are committed to functioning as Professional Learning Communities
- Are site-based
- Are team driven
- Use a problem solving, progress monitoring approach
- Do not simply refer, test, place
- Focus on individual interventions and supports
 - Academic
 - Behavior
 - Attendance
 - Use data to drive decisions
- Identify and prioritize the problem(s) of highest concern
- Write observable and measurable goals(s)
- Generate evidence-based interventions
- Establish an intervention support system for teachers and students
- Systematically evaluate:
 - Effectiveness of intervention(s)
 - Student's progress toward goal(s)
- Follow-up and determine appropriate next steps:
 - Modify the existing goal
 - Modify the existing intervention
 - Refer to, or create, on-site resources/programs
 - Refer to outside agencies
 - Refer for a social/developmental history if needed
 - Refer for a psychoeducational evaluation if needed
 - Etc., etc., etc.

Team Member Roles & Responsibilities

Problem Solving Team Chair/ Facilitator

- Ensure that appropriate data are provided by the classroom teacher before proceeding with PST meeting
- Schedule the PST meeting and invite all relevant professionals
- Send home letter inviting the parent to the PST meeting, Parent Input form, and permission for vision/hearing screener (these are available via PST forms link on webpage)
- Have completed screener report available for review at PST meeting
- Manage the case file throughout the PST process
- Provide referral packet, log relevant dates, schedule future meetings as appropriate
- Provide parent procedural safeguards (available via PST forms link on webpage)
- Attend meetings
- Call meeting to order, introduce team members, review purpose of meeting, summarize problem areas reported by referring teacher, lead group in problem solving effort
- Support the referring teacher through the process
- Follow-up within the first week to ensure intervention implementation
- Record problem solving process
- Note contributions made by all members
- Allot specified amount of time per agenda item
- Monitor team progress
- Re-direct discussion, as necessary

Referring Teacher

- Contact child's parent (at least twice) prior to seeking PST assistance
- Collaborate with the Professional Learning Community and other professionals (e.g., school psychologist, behavior specialist, reading specialist if applicable) prior to PST meeting to clarify nature of the problem and to seek solutions
- Implement Tier 1 and Tier 2 interventions and possibly Tier 3 interventions if resources permit that are appropriately matched to the needs of the student
- Collect data on effectiveness of Tier 1 and Tier 2 interventions through frequent progress monitoring
- Complete PST referral packet (PST 1-5)
- State concerns in observable and measurable terms
- Be prepared to state expected behavior (academic, attendance, and/or social)
- Attend scheduled meetings
- Agree to share responsibility in implementation of the action plan
- Collaborate with Problem Solving Team to problem solve solutions

Parent/Student (PST & Follow-up)

- Share perspective- developmental history, contributing factors, etc.
- Share interventions implemented in the home
- Share student's concerns and perceptions
- Collaborate with team to problem solve solutions

Invited Specialists (PST & Follow-Up)

- Selected for expertise in specific areas of concern- academics, health, behavior, etc.
- Share perspective from specialist's point of view
- Collaborate with team to problem solve solutions

Stages of Team Development: Guidelines for Implementation

Preparing

- Take the time to do initial groundwork
- Assess the school community to ensure conditions are right to develop a problem-solving team
- Ensure critical elements are present to support collaboration
- Introduce the concept of a problem-solving PST process to the team and site
- Begin to plan the first steps
- Determine resources (materials and people) within the school- Link to “Toolkit” on the PST webpage for a Resource Mapping Template

Mobilizing

- Ensure team is diverse and represents all staff
- Determine communication ground rules within the team
- Build a common understanding of the team’s overall goal
- Support consensus for decision making
- Develop a problem-solving model
- Identify and assign shared leadership opportunities

Prioritizing

- Agree on a school-wide vision for PST committee
- Consider school- wide data (percentage of students academically/behaviorally who are successful and unsuccessful)
- Identify and prioritize school-wide/committee concerns
- Set team goals for the up-coming school year
- Determine logistics of the team (i.e., how often will team meet, when and where)
- Communicate team message school-wide

Implementing

- Determine necessary tasks/develop strategies
- Establish a plan to evaluate team and individual interventions
- Develop a process to monitor progress of individual students and classroom interventions

Assessing

- Assess team effectiveness
- Celebrate team successes of individual achievements and classroom accomplishments
- Increase overall effectiveness

Teacher Preparation Checklist for PST Meeting

- √ Contact child's parent (at least twice) prior to seeking PST assistance
- √ Collaborate with Professional Learning Community and other professionals (e.g., school psychologist, school counselor, school social worker, reading specialist) prior to PST meeting to clarify nature of the problem and to seek solutions
- √ Implement Tier I and Tier 2 interventions
- √ Collect data on effectiveness of Tier 1 and Tier 2 interventions (progress monitoring), including class-wide and small group data
- √ Complete PST referral packet (Forms 1-5)
- √ State concerns in observable and measurable terms
- √ Be prepared to state expected behavior (academic, attendance, and/or social)
- √ Attend scheduled meetings
- √ Agree to share responsibility in implementation of the action plan
- √ Collaborate with Problem Solving Team to problem-solve solutions

PST Chair/ Facilitator Checklist

- √ Ensure that appropriate data are provided by the classroom teacher before proceeding with PST meeting
- √ Ensure the teacher has consulted with another educator with experience in the area of concern previously in order to best identify the specific problem and initiate an effective intervention
- √ Schedule the PST meeting and invite all relevant professionals
- √ Send home consent for vision/hearing screener, letter inviting the parent to the PST meeting, and Parent Input form (these are available via PST forms link on PST webpage)
- √ Have vision/hearing screener results available for review at PST meeting
- √ Manage the case file through the PST process
- √ Provide referral packet, log relevant dates, schedule meetings
- √ Attend meetings
- √ Call meeting to order, introduce team members, review purpose of meeting, summarize problem areas reported by referring teacher, lead group in problem solving effort
- √ Support the referring teacher through the process
- √ Follow-up within the first week to ensure intervention implementation
- √ Ensure that a second observation is obtained by a member of the multidisciplinary team if a decision is reached for psychoeducational evaluation

Chapter 2: The Problem-Solving Team (PST) Process

Accessing the PST:

The Problem-Solving Team (PST) is accessed once all school wide (Tier 1) and targeted supports (Tier 2) have been exhausted and data indicate insufficient response to intervention. Ideally, Tier 3 interventions will have also been implemented with integrity and results will have been monitored. Prior to making a referral to the PST Chair, the classroom teacher will have obtained relevant data through classroom assessments, frequent progress monitoring and observations which indicate the need for further intervention and support. Your school psychologist or PST Chair can review the student data with you to help determine if the response to intervention is insufficient.

Step 1: Student Data Collection: Data Warehouse and Cumulative Review

When a teacher has a significant concern relating to academics or behavior, it is important to learn as much as possible about the student in order to determine possible causes of the difficulty. Data Warehouse and/or the cumulative record should be reviewed to determine if there is a history of concerns in the following areas: attendance, enrollment history (i.e., multiple school attendance), vision, hearing, speech, language, health or medical concerns, academic deficits, behavior difficulties, limited English proficiency, etc. In addition, the cumulative record will reveal if there is a history of SST or PST assistance, whether a psychoeducational evaluation has been previously completed, whether the student has an Individual Education Plan (IEP) or whether the student has a 504 plan. **Student Data Collection: Data Warehouse and Cumulative Review (PST 1/e-PST 1)** is used to assist teachers with this process. If a review of records or teacher/parent observations reveals concerns about vision, hearing, speech or language, the student may be referred to the PST Chair to initiate appropriate screenings.

Step 2: Student Data Collection: Parent Contacts and Staff Consultations

Most teachers routinely work individually or in small groups with students who are struggling academically or behaviorally. However, when a student continues to exhibit deficits and the teacher deems it appropriate to get others involved, it is important for the teacher to contact the parent/guardian(s) to share concerns and solicit input. The contact(s) with the parent/guardian to discuss any other concern may be documented on the **Student Data Collection: Parent Contacts & Staff Consultations (PST 2/e-PST 2)**. Subsequently, if a referral is made to the Problem-Solving Team, it is important to have at least two consultations with the parent/guardian prior to the PST meeting. The dates of these contacts (either by phone or in person) are documented on *e-PST 2 or PST 2*. It is also important to document the plan that is established between the teacher and parent/guardian. Examples of plans include “the parent will check the student’s homework nightly” and “the teacher will send home a daily behavior report card.” Further, per House Bill 7069, educators must consult with parents and develop interventions for students on the Early Warning System report (EWS) in Grades K-8. These consultations and intervention plans should be documented on *e-PST 2 and e-PST 4*.

In addition to contacts with parents/guardians, it is important for teachers to consult with other school personnel about struggling students. These collaborative consultations between the teacher and other professionals are necessary to help clarify the problem and to generate meaningful interventions. Teacher initiated consultations may include the counselor (for behavioral concerns), the school psychologist, the reading specialist (if available at the school site and the concern is difficulty in reading), the school social worker (for attendance concerns), the student’s previous teacher, and other relevant personnel (e.g., administrators, tutors, etc.). It is not necessary for all of these professionals to meet at the same time at this point to discuss the student. Based on the area of concern, the teacher should contact the professional within the school community who has the expertise to provide meaningful support. The teacher may also collaborate with their Professional Learning Community to address the area of concern. These staff consultations are documented on **Student Data Collection: Parent Contacts & Staff Consultations (PST2/e-PST 2)**. In addition to documenting the date of conferences and professionals involved, it is important for the teacher to indicate the outcome of these consultations. An example of a staff consultation outcome could be “School psychologist observed the student on October 1st and will provide strategies for increasing oral reading fluency.”

Step 3: Student Data Collection: Staff Input and Observations

PLC Essential Question 1: *What is it we expect students to learn?*

Central to the problem-solving process is the question of how discrepant a student is from what we *expect students to learn* and how that student is currently *observed to be performing*. To adequately address this question, it is important for the concerned teacher to provide input about the targeted student. This input addresses key questions regarding class attendance, preparation for class, task completion, overall academic performance, behavior, student strengths and areas of concerns. This information is documented on ***Student Data Collection: Staff Input & Observations (PST 3/e-PST 3)***.

The PLC essential question “*What is it we expect students to learn?*” should help guide teachers when rating academic or behavioral performance. Specifically, with regard to academic issues, benchmarks are considered when determining if the child is falling below expectations. For behavioral concerns, the teacher should consider how the behavior compares to class/school wide expectations. For academic and/or behavioral concerns, the question “What percentage of the class exhibits similar problems?” on *PST 3/e-PST 3* seeks to address how the student is performing compared to peers.

For elementary schools, the classroom teacher completes *PST 3/e-PST 3* based on direct observation of the student’s performance within the classroom. If further input and observations are needed from other educators, the PST Chair will request this information at the PST meeting. For students in middle school and high school, a second teacher may find it helpful to complete a Staff Input & Observation (*PST 3/e-PST 3*) at this point in the process to aid in determining if the problem is isolated or generalized across settings.

Regardless of whether the concern impacts elementary or secondary students, it is important for teachers to ask themselves “What percentage of the class exhibits similar problems?” The answer to this question will help determine if class-wide instruction should be the focus or if individual/small groups of students would benefit from an intervention.

As indicated at the beginning of this manual, **to accurately problem solve requires abandoning old thinking, including the erroneous thinking that all educational problems are rooted within the student/ learner**. There are a number of factors that impact educational outcomes and student performance. These factors are often referred to by the acronym ICEL and represent the following domains:

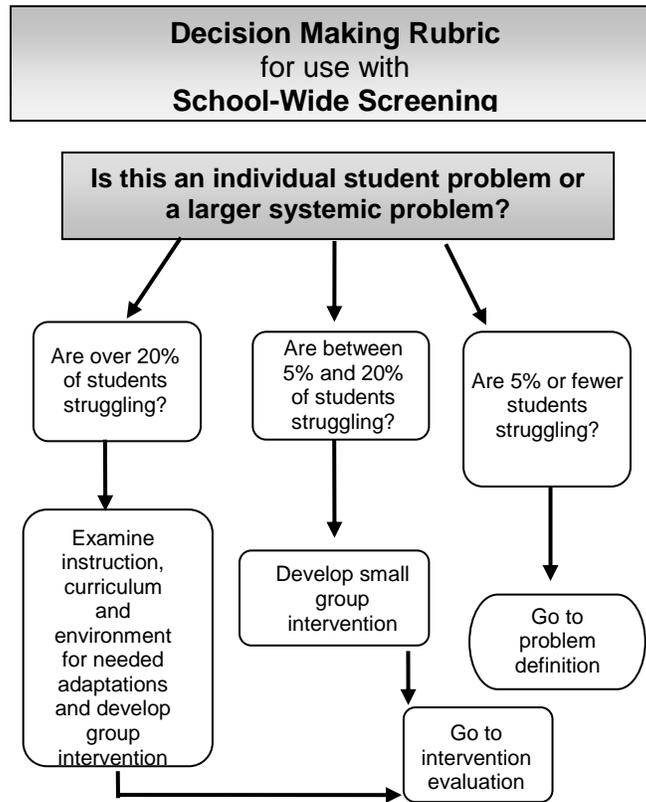
Instruction: (how content is presented including types of materials, grouping, etc.)

Curriculum: (content that is taught including scope and sequence)

Environment: (where the student sits, physical arrangement of the room, lighting, noise, etc.)

Learner: (the actual student)

Thoughtful problem analysis coupled with consideration of each of the ICEL domains should help educators determine likely causes of the problem. In addition, the following decision-making rubric will help determine possible causes of the problem and whether the teacher should make class-wide instructional modifications or whether individual students should be the target of intervention:



*Adapted from Heartland, Iowa
Area Educational Agency*

Step 4: Intervention Development & Implementation Plan

PLC Essential Question 2: How will we know when they have learned it?

Data drive the PST process and form the basis of educational decision making, whether for a class or for individual students. If needed, consult with your school psychologist and/or your PST Chair to determine if the intervention should be designed for an individual student or groups of students. The ***Student Data Collection: Intervention Development & Implementation Plan (PST 4/e-PST 4)*** is used to document the attempted interventions and the results (in the form of data) to the intervention. Again, House Bill 7069 requires educators to consult with parents and develop interventions for students on the Early Warning System report (EWS) in Grades K-8. These consultations and intervention plans should be documented on e-PST 2 and e-PST 4.

When considering intervention implementation at this phase, the following questions should be considered:

- What evidence-based interventions are likely to improve the identified deficit?
- How will data be collected?
- What materials will be used to collect data (e.g., e-PST 4, graphs)?
- In which setting(s) will data be collected?
- Who will be responsible for collecting the data?
- When will the data be collected?
- How often will the data be collected?
- How will we know when the student is making progress?

It is crucial during this phase that the student's response to the intervention is documented. The documentation of the student's response to intervention can be recorded on *PST 4/e-PST 4* in the section designated as "date/data points." Ideally, the progress monitoring information will be collected and reported on a graph. For information on graphing data, contact your school psychologist and/or access the "Response to Intervention" link on the PST webpage.

Step 5: Request for Problem Solving Team Assistance

PLC Essential Question 3: How will we respond when they don't learn?

PLC Essential Question 4: How will we respond when they already know it?

If all Tier 1 and Tier 2 interventions have been exhausted and data indicate that the student continues to make insufficient progress, the teacher should complete **Request for Problem Solving Team Assistance (PST 5/e-PST 5)**. This form is completed by the teacher and provided to the PST Chair so that a meeting can be scheduled. The PST Chair will collect all relevant materials from the referring teacher (i.e., *PST 1-4*). At the PST meeting, the teacher should be prepared to identify the problem in specific and observable terms. For more information on the teacher's role in preparing for the PST meeting, see "Team Member Roles & Responsibilities" and "Teacher Preparation Checklist for PST Meetings" in Chapter 1.

The PST Chairperson is responsible for scheduling the PST meeting and inviting the parent and relevant team members. When assembled, the PST Chair will facilitate the meeting by systematically proceeding through the problem-solving process. A PST flipchart/easel guiding teams through the process has been provided to your school for this purpose. For more information on the PST Chair's role in preparing for the PST meeting, see "Team Member Roles and Responsibilities" and "PST Chair/Facilitator Checklist" in Chapter 1.

The Problem Solving Team (PST) Process Officially Begins...

At the meeting of the Problem-Solving Team, the participants (teacher, other relevant professionals and parents) will systematically and strategically engage in the problem-solving process. As previously indicated, *Volusia County Schools* uses a four-step problem solving process as identified below:

Problem Identification	(What is the problem?)
Analyzing the Problem/hypothesis development	(Why is it occurring?)
Intervention Design and Implementation	(What do we do about it?)
Response to Intervention/monitoring of progress	(Is the plan working?)

The acronym "PAIR" may help educators remember the steps of the problem-solving process. Other helpful strategies are to remember that problem solving is "strategically *pairing* effective solutions with educational problems" and teachers will "*pair up* with others to problem solve."

Step 6: Problem Identification and Analysis

PLC Essential Question 1: What is it we expect students to learn?

The first step of the Problem-Solving Team meeting is to clearly identify the academic and/or behavioral concern. As part of problem identification, the team (with crucial input from the teacher) specifies what level of performance would be expected for the student given their age/grade placement. Secondly, the teacher specifies the student's current observed level of performance. Based on this information, the team can write the problem statement. Simply put, the problem statement seeks to identify the discrepancy between what level of performance is *expected* and the student's *observed* performance. In other words, the *problem* is the difference between what is *expected* within the classroom and what is *observed* in the classroom. **Problem Solving Team: Problem Identification and Analysis (PST 6/e-PST 6)** is used to capture this problem identification phase. In addition, the teacher will be asked what percentage of the students in the classroom demonstrates the same or similar problem. The answer to this question will help determine if this is an individual student, class-wide, or school-wide problem.

As indicated, the purpose of the first phase of the Problem-Solving Team meeting is problem identification. Specific components of this **problem identification** phase include:

- Prioritize problems and choose the one of greatest concern
- Create a specific and observable description of the behavior (academic/behavioral)

Next, the Problem-Solving Team analyzes the problem, i.e., identifies if the problem is likely a *skill deficit* or *performance deficit*. During this phase of the meeting, the team will hypothesize the most likely reason(s) the problem is occurring. This information is captured on ***Problem Solving Team: Problem Identification and Analysis (PST 6/e-PST 6)***. For information on the difference between skill deficits and performance deficits, refer to the “Analysis of Problem” link on the PST webpage. Also, clarification regarding skill and performance deficits is provided in Chapter 3: Guide to the PST Materials.

Specific components of the **analysis of problem** phase include:

- Gain a clear understanding of the causes (functions) of the problem
- Determine if the problem is a skill deficit or performance deficit
- Develop hypotheses as to why the problem is occurring
- Is the problem Instructional, Curriculum, Environmental, or Learner related?
- Identify relevant obstacles
- Develop a goal to address the problem (observable and measurable)

If the problem is academic, the data that are presented via Data Warehouse and *PST1-6* (including the problem identification phase) provide the foundation for the analysis. In addition, work samples are extremely useful in helping team members hypothesize why the problem may be occurring.

If the problem is behavioral in nature, the team should also complete ***Problem Solving Team: Analysis of Problem/Behavioral (PST 6B)***. Teams should complete *PST 6B* prior to completing *PST 6* since the information from 6B is necessary for problem identification and analysis. Furthermore, since this form provides insight into the function and causes of the behavior, it serves as the Functional Behavioral Analysis (FBA) that will be used to generate a behavioral intervention plan. Parent permission should be obtained prior to the completion of the FBA.

Step 7: Intervention Development and Implementation Plan

PLC Essential Question 2: How will we know when they have learned it?

This next step of the Problem-Solving Team meeting involves the generation of interventions and identifying a plan to determine how progress will be monitored. This plan is documented on ***Problem Solving Team: Intervention Development & Implementation Plan (PST 7/e-PST 7)***. As noted throughout this manual, interventions can address academic or behavioral deficits. A useful tool in determining what interventions and resources are available at the school site is to develop a resource map that can be updated annually. A Resource Mapping Template is provided on the “Toolkit” link of the PST webpage. Evidence-based interventions are provided on the PST webpage via the “Intervention Implementation” link.

During this **intervention design and implementation** phase of the PST meeting, the following components are addressed by the team:

- Brainstorm and evaluate possible solutions (i.e., evidence-based interventions)
- Make sure solutions directly address the identified problem
- Select an evidence-based intervention
- Assign roles
- Model interventions
- Select a method/tool to systematically monitor and/or graph the student’s progress toward written goal(s)
- Determine a date to reconvene and review the student’s response to intervention

While historically teachers implemented interventions for 6-9 weeks before re-meeting with the team, when using evidence-based interventions within a problem-solving model it is important to determine two factors:

1. How far is the student behind peers and benchmarks? (i.e., how significant is the problem as determined by the discrepancy between *observed* and *expected* performance?)
2. Once the appropriate intervention is selected, how long does research suggest it will take to make progress?

If the problem is minimal, it would stand to reason that less time would be needed to close the gap between the student and his/her peers and benchmarks. However, larger discrepancies may require more time in order to see progress. These factors, along with fidelity of intervention, should be considered when establishing a plan for intervention implementation. For more information on fidelity of information and recommended time for interventions, see “Frequently Asked Questions” on the PST webpage.

Most importantly, progress monitoring is a critical component of this phase. The selection of a method and tool to systematically monitor and/or graph the student’s progress is crucial to identifying the student’s response to intervention. Contact your school psychologist for further information and assistance.

In some instances, the level and type of intervention implemented prior to the PST meeting by the teacher coupled with frequent progress monitoring data will lead the team to determine that a new intervention plan is not needed at this point. In these instances, Step 7 will be omitted and the team will proceed directly to **Step 8: Response to Intervention Updates and Recommendations**. This decision is *always* based on considering the data collected by the teacher and comparing the targeted student’s performance to the performance of other students in the intervention group. *Only* when the other students have made significant progress and the targeted student continues to struggle despite appropriate interventions should the team skip Step 7. It should be noted that skipping Step 7 is only an *option* in these cases; the PST may determine that other interventions should be attempted before proceeding to the recommendation phase (PST 8).

Step 8: Response to Intervention- Updates and Recommendations:

PLC Essential Question 3: How will we respond when they don’t learn?

PLC Essential Question 4: How will we respond when they already know it?

As noted throughout this manual, frequent progress monitoring is the key to determining a student’s response to intervention. Based on the response, the PST determines next steps and the level of support that may be needed for the targeted student. Through accurate and frequent progress monitoring, the team should have sufficient data to make important educational decisions about the student. These decisions may include terminating or fading out the intervention if the student is successful, maintaining the current intervention, modifying the intervention, referring to alternate programs, referring for a social history, or referring for a psychoeducational evaluation. The decisions made by the team during this phase are captured on ***Response to Intervention Updates & Recommendations (PST 8/e-PST 8)***.

Quick Reference Guide to the PST Process

- Step 1: Student Data Collection: Data Warehouse and Cumulative Review**
- Print-out Data Warehouse Information on selected student and use PST 1 as needed.
 - Or use the electronic PST platform and complete e-PST 1.
- Step 2: Student Data Collection: Parent Contact and Staff Consultation**
- Parent contacts and staff consultations are documented on PST 2/e-PST 2.
 - Per House Bill 7069, educators must consult with parents and develop interventions for students on the Early Warning System report (EWS) in Grades K-8.
- Step 3: Student Data Collection: Staff Input and Observation**
- Elementary teachers, one staff input/ observation is completed initially. If the PST recommends a psychoeducational evaluation or determines that further staff input is useful, an additional Staff Input/Observation (PST 3/e-PST 3) will be requested.
 - Secondary students, two Staff Input/Observations (PST 3/e-PST 3) are completed at Step 3
- Step 4: Student Data Collection: Intervention Development & Implementation Plan**
- Document specific intervention(s), provider, group size, frequency, duration, end date.
 - Enter progress monitoring data points on PST 4/e-PST 4 or graph progress.
 - Further, per House Bill 7069, educators must consult with parents and develop interventions for students on the Early Warning System report (EWS) in Grades K-8.
 - Consult with school psychologist or PST Chair as needed to help determine if response to intervention (Rtl) is insufficient or sufficient.

In most cases, academic and/or behavioral deficits (problems) should decrease with effective Tier 1 and Tier 2 supports and interventions. However, if the gap between *expected* performance and current *observed* performance does not decrease after Tier 1 and Tier 2 supports have been exhausted, the teacher may request Problem Solving Team assistance (proceed to Step 5).

- Step 5: Request for PST Assistance**
- Request PST 5/e-PST 5 (Request for PST Assistance Form) from PST Chair and complete form.
 - Submit PST 1-5 (e-PST 1-5) and/or supporting materials to PST Chair.
- Step 6: Problem Solving Team: Problem Identification and Analysis**
- What is the problem and why is it occurring?
 - PST Chair completes PST 6/e-PST 6 with input from team.
 - In some cases team may skip Step 7 and proceed to Step 8 based on data from Steps 1-4.
- Step 7: Problem Solving Team: Intervention Design and Implementation Plan**
- What do we do about it?
 - PST Chair completes PST 7/e-PST 7 with input from team.
- Step 8: Problem Solving Team: Response to Intervention and Recommendations**
- Is the plan working?
 - PST Chair completes PST 8/e-PST 8 with input from team.
 - Team makes recommendations based on data and if necessary, reconvenes to review progress toward goals and to make educational decisions (Rtl).

Chapter 3: Guide to the PST Materials

The materials within this chapter logically follow the problem-solving process and cycle through the essential questions of Professional Learning Communities. **PST 1 through 4/e-PST 1-4** materials are coded as “Student Data Collection” and help teachers identify the problem and document interventions that are being implemented. In addition, the student’s progress toward the identified goal is monitored and documented during this phase. With increasing amounts of relevant student information available within Data Warehouse, teachers may find that specific materials do not need to be completed since the information requested is often readily accessed through other sources such as Data Warehouse.

PST 5/e-PST 5 is completed after Tier 1 and Tier 2 interventions have been exhausted with insufficient progress noted and the teacher (or parent) is requesting assistance from the Problem-Solving Team. Based on resources, Tier 3 interventions may also have been attempted with minimal success noted.

PST/e-PST 6 through 8 materials are designated as “Problem Solving Team” materials. These materials are completed by the PST Chair as the team strategically proceeds through the problem-solving process.

Preceding each document in this chapter is a section that provides specific information regarding completion of the forms. These sections are organized by “who, what, when, where, why, and how.” The purpose of consistently organizing the instructions in this manner is to aid in determining the following:

Who can fill out the form?

What information needs to be included?

When should the form be completed?

Where can the information needed be accessed?

Why is this information needed for the Problem Solving Team?

How is the form completed?

A sample student will be presented on the upcoming pages for elementary and secondary levels so that all schools will have a model for proceeding through this process. Schools are strongly encouraged to use the electronic PST system (e-PST); however, blank problem-solving forms are readily available on-line through the PST webpage.

Student Data Collection: Data Warehouse & Cumulative Review
PST 1/e-PST 1

WHO: Completed by the classroom teacher or other staff as appropriate (e.g., guidance counselor, school psychologist, school social worker).

WHAT: Review of cumulative record or Data Warehouse to address areas of attendance, enrollment history, academic history, retentions, previous psychoeducational testing, etc. This can also be completed electronically through the e-PST platform on e-PST 1.

WHEN: When a teacher has concerns about a student academically or behaviorally that warrants further investigation of the problem.

WHERE: The cumulative record, PST file and Data Warehouse are resources for obtaining the requested information, as is the e-PST platform.

WHY: When considering why a student is having academic or behavioral problems, information that is obtained through Data Warehouse and/or the cumulative record can help identify areas that may be impacting performance (e.g., history of attendance problems, high mobility, sensory concerns, a 504 plan, etc.).

HOW: The Data Warehouse print out can be attached to relieve the teacher from re-copying information. When completing PST 1, simply attach the Data Warehouse print-out and complete other areas specified on PST 1 that are not contained within Data Warehouse. Add comments if needed when the response to any item is "yes."

**Student Data Collection: Data Warehouse & Cumulative Review
PST 1/e-PST 1**

Student: _____ DOB: _____ ID: _____ Grade: _____

	YES	NO	COMMENTS
Attendance Concerns			
Multiple school enrollment history			
Vision concerns			
Hearing concerns			
Speech/Language concerns			
Medical, mental health or health concerns			
Academic concerns			
Behavior concerns			
Previous Psychological and/or Social History			
Retentions If yes, indicate grade level(s) retained			
AIP, SST or PST History			
IEP History			
504 Plan			
ELL/LEP			
Other concerns:			

Attach Data Warehouse print-out if applicable

Completed by: _____ Date: _____

School: _____

**Student Data Collection: Data Warehouse & Cumulative Review
PST 1/e-PST 1**

Elementary Sample

Student: Dee Koder

DOB: 04/01/10

ID: DEAR Grade: 2

	YES	NO	COMMENTS
Attendance Concerns		X	
Multiple school enrollment history		X	
Vision concerns		X	
Hearing concerns		X	
Speech/Language concerns	X		Was in Speech Therapy in Kindergarten, dismissed at the end of K
Medical, mental health or health concerns		X	
Academic concerns	X		Current DRA of 12 and did not finish Extension Level of SIPPS last year
Behavior concerns		X	
Previous Psychological and/or Social History		X	
Retentions If yes, indicate grade level(s) retained		X	
AIP, SST or PST History	X		PST in 1 st grade.
IEP History	X		Speech in Kindergarten
504 Plan		X	
ELL/LEP		X	
Other concerns:		X	

Attach Data Warehouse print-out if applicable

Completed by: Ella Mentry Date: 09/05/17

**Student Data Collection: Data Warehouse & Cumulative Review
PST 1/e-PST 1**

Secondary Sample

Student: Bart Payne

DOB: 04/01/05 ID: OHMY

Grade: 7

	YES	NO	COMMENTS
Attendance Concerns		X	
Multiple school enrollment history		X	
Vision concerns		X	
Hearing concerns		X	
Speech/Language concerns		X	
Medical, mental health or health concerns		X	
Academic concerns	X		Low math grades.
Behavior concerns	X		High number of referrals (7) for causing disruptions in class and leaving the classroom without permission.
Previous Psychological and/or Social History		X	
Retentions If yes, indicate grade level(s) retained		X	
AIP, SST or PST History		X	
IEP History		X	
504 Plan		X	
ELL/LEP		X	
Other concerns:		X	

Attach Data Warehouse print-out if applicable

Completed by: Mrs. Smith Date: 09/10/17

Student Data Collection: Parent Contacts & Staff Consultations
PST 2/e-PST 2

WHO: Completed by the classroom teacher.

WHAT: Documenting parent/guardian and staff consultations. In addition, the form documents plan of action and outcomes of consultations.

WHEN: When a teacher identifies an academic or behavioral problem that may benefit from communication with the parent. The staff consultations section is accessed when the teacher needs support or assistance from other professionals within the school community.

WHERE: When consultations with itinerant professionals may be needed, simply e-mail the school psychologist, school social worker, or other professional to request a consultation or leave a note in their mailbox at the school. For consultations with staff at the school, simply arrange a meeting.

WHY: To document that the parent is kept abreast of their child's progress. Also, per per House Bill 7069, educators must consult with parents and develop interventions for students on the Early Warning System report (EWS) in Grades K-8. These consultations and intervention plans should be documented on e-PST 2 and e-PST 4. In addition, this form allows for flexibility and precision in consultation with colleagues and relieves the teacher of scheduling a large group meeting when problems first arise. Furthermore, if the student is eventually referred to the PST and an evaluation is requested, State Board Rules indicate that at least two parent conferences must be held with the parent prior to considering eligibility for exceptional student education. This form easily documents those contacts.

HOW: Indicate date of contacts/consultations with parents and staff. For the "plan/outcome" section of the Parent/Guardian contacts, indicate what the teacher and parent agree to do to address the student's issue. For follow-up parent contacts, indicate the outcome of the prior plan.

If the previous teacher is on-site, determine if the student had similar problems in the past. If so, determine if the previous teacher had a plan to help the student be successful and utilize a similar plan if appropriate.

For the "plan/outcome" section of the Staff Consultations, indicate what the teacher and staff agree to implement in order to address the student's issue. Provide outcome anecdotal information and data as appropriate.

**Student Data Collection: Parent Contacts & Staff Consultations
PST 2/e-PST 2**

Student: _____ ID: _____ Grade: _____

Teacher: _____ School: _____

Parent/Guardian Consultation(s):

	Date(s)	Plan/Outcome
1st Contact Phone <input type="checkbox"/> In person <input type="checkbox"/> e-mail <input type="checkbox"/> Name of parent:		Signature of parent if in person:
2nd Contact Phone <input type="checkbox"/> In person <input type="checkbox"/> e-mail <input type="checkbox"/> Name of parent:		Signature of parent if in person:

Staff Consultations:

	Date(s)	Plan/Outcome
PLC		
School Psychologist		
Guidance Counselor (Suggested for behavioral concerns)		
School Social Worker (Suggested for attendance concerns)		
Content Area Contact and/or Specialist (specify content area)		
Others (e.g., administrators, teachers, tutors)		

**Student Data Collection: Parent Contacts & Staff Consultations
PST 2/e-PST 2**

Secondary Sample

Student: Bart Payne DOB: 04/01/05 ID: OHY Grade: 7th
 Referring Teacher: Mrs. Smith-Math teacher School: Intervention Middle School

Parent/Guardian Consultation(s):

	Date(s)	Plan/Outcome
1st Contact Phone <input type="checkbox"/> In person <input checked="" type="checkbox"/> e-mail <input type="checkbox"/> Name of parent: Mrs. Payne	09/03/17	Parent wanted to discuss Bart's academic concerns for the new school year. Procedures for planner use was reviewed- it should be checked nightly. Also reviewed how to access gradebook so parent can ensure Bart completes assignments. Signature of parent if in person: Mrs. Payne
2nd Contact Phone <input type="checkbox"/> In person <input checked="" type="checkbox"/> e-mail <input type="checkbox"/> Name of parent: Mrs. Payne	09/17/17	Bart is refusing to complete classwork and homework and is disrupting the class by telling jokes, talking over the teacher, and leaving the room. Diagnostic assessments show he is lacking prerequisite skills. Parent will talk with Bart regarding behavior and set up a homework routine at home. Teacher will consult with school psychologist, school counselor, and academic coach. Signature of parent if in person: Mrs. Payne

Staff Consultations:

	Date(s)	Plan/Outcome
PLC	08/17/17	Reviewed current expectations as well as behavioral expectations and school-wide behavior plan.
School Psychologist	09/18/17	Suggested a mentor or the check-in/check-out program for behavior with a focus on learning better ways to handle frustration in the classroom due to math difficulties.
Counselor (Suggested for behavioral concerns)	09/18/17 09/24/17	Reviewed discipline and academic records. Counselor will meet with Bart. Counselor met with Bart and completed a behavior contract.
School Social Worker (Suggested for attendance concerns)		
Content Area Contact and/or Specialist (specify content area)	9/18/17	Reviewed academic data and suggested intervention time to focus on reviewing the concepts of multiplication, division, and key vocabulary terms in words problems.
Others (e.g., administrators, teachers, tutors)		

Student Data Collection: Staff Input & Observations

PST 3/e-PST 3

WHO: Completed by the classroom teacher for elementary students. At PST meeting, the team may request that another teacher/professional provide input who currently works with the student. A second PST observation form is required by federal statutes and State Board Rules if the student is referred for a psychoeducational evaluation. Statutes further specify that the second observer must be a member of the multi-disciplinary team.

For middle and high school students, at least 2 teachers currently working with the student should provide input. In addition, per federal statutes, a member of the multidisciplinary team must also complete an observation if the process proceeds to an evaluation.

WHAT: Provides essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this form identifies enablers and inhibitors to academic and/or behavioral success.

WHEN: When a teacher is considering developing Tier 2 or more intensive interventions for students and wants to begin isolating factors that may lead to successful problem identification and analysis.

WHERE: By direct observation of the student within the classroom regarding work habits and by reviewing sources of class-wide data. In addition, formative assessments provide information regarding academic performance compared to benchmarks and peers.

WHY: Successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. Furthermore, if the student is eventually referred to the PST and an evaluation is requested, federal regulation and State Board Rules indicate that at least two observations of the student must be completed by educators prior to considering eligibility for exceptional student education. This form easily documents those observations.

HOW: For item 2, simply place a check mark by the section indicating how the student is performing compared to expectancy. Utilize data from work samples, DIBELS Next, SIPPS, and formative assessments to determine the student's academic performance level. For items 3 and 4, determine what percentage of the class has similar problems. Do not make subjective judgments about the percentage of students having similar problems; rather use your class-wide data to make this determination. For item 7, write a hypothesis statement utilizing the decision-making rubric within this manual to indicate likely causes of why the problem is occurring (i.e., is the problem likely to be related to instruction, curriculum, environment, or learner domains). For item 8, write a specific goal statement linked to the specific area of concern identified in item 6. Write the goal in observable and measurable terms and always include a timeframe. For example, "*In 10 weeks, student will read 87 words correctly per minute with 95% accuracy using 2nd grade DIBELS Next passages.*" It is important to remember that the goal is not necessarily the benchmark where the student should be performing at that time. You want to ensure that the student is given a goal that is ambitious yet attainable. For more information on developing hypotheses and goal statements, see the "Analysis of the Problem" link on the PST webpage or consult with your school psychologist.

Student Data Collection: Staff Input & Observations PST 3/e-PST 3

Student: _____ ID: _____ Grade: _____

Teacher: _____ School: _____

1) Academic Enablers:

Check appropriate description:	Always	Usually	Sometimes	Never
Attends class				
Is on time				
Comes to class prepared				
Completes class assignments				
Turns in homework				
Follows directions independently				
Appears motivated				

2) Academic/Behavioral Performance:

Subject	Severely Below	Moderately Below	Mildly Below	Meeting Expectations	Exceeding Expectations
Reading					
Language Arts					
Math					
Science					
Social Studies					
Other (specify):					
Behavior					

3) If moderately or severely below expectations, what percentage of the class exhibits similar academic problems?
 5% or less 5%-20% 20-50% Over 50%

4) If behavior is unsatisfactory, what percentage of the class exhibits similar behavioral problems?
 5% or less 5%-20% 20-50% Over 50%

5) Student's Strengths: _____

6) Specific area(s) of concern (e.g., reading fluency, spelling, math problem solving, written language, aggressive behavior, poor motivation, etc.): _____

7) Hypothesis: What is the most likely reason the problem is occurring? (Tip: responses on this page as well as the Decision Making Rubric will help guide hypothesis development): _____

8) Goal Statement (Write a specific attainable goal in observable and measurable terms related to the area of concern): _____

Signature: _____ Date: _____

(Secondary teachers: Return form to student's guidance counselor)

Student Data Collection: Staff Input & Observations
PST 3/e-PST 3

Elementary Sample

Student: Dee Koder ID: DEAR Grade: 2nd
Teacher: Ella Mentry School: Intervention Elementary

1) Academic Enablers:

Check appropriate description:	Always	Usually	Sometimes	Never
Attends class	X			
Is on time		X		
Comes to class prepared		X		
Completes class assignments			X	
Turns in homework			X	
Follows directions independently			X	
Appears motivated		X		

2) Academic/Behavioral Performance:

Subject	Severely Below	Moderately Below	Mildly Below	Meeting Expectations	Exceeding Expectations
Reading	X				
Language Arts		X			
Math					X
Science				X	
Social Studies				X	
Other (specify):					
Behavior			X		

3) If moderately or severely below expectations, what percentage of the class exhibits similar academic problems?

5% or less 5%-20% 20-50% Over 50%

4) If behavior is unsatisfactory, what percentage of the class exhibits similar behavioral problems?

5% or less 5%-20% 20-50% Over 50%

5) Student's Strengths: Student is kind, athletic, and excels in math.

6) Specific area(s) of concern (e.g., reading fluency, spelling, math problem solving, written language, aggressive behavior, poor motivation, etc.): Phonics

7) Hypothesis: What is the most likely reason the problem is occurring? (Tip: responses on this page as well as the Decision Making Rubric will help guide hypothesis development): The problem is occurring because Dee lacks the necessary phonics skills. If she mastered these skills, the problem would be reduced.

8) Goal Statement (Write a specific attainable goal in observable and measurable terms related to the area of concern): In 8 weeks, Dee will pass the phonics portions of the Extension Level SIPPS mastery tests.

Signature: Ella Mentry Date: 9/05/17

(Secondary Teachers: Return form to student's guidance counselor)

Student Data Collection: Staff Input & Observations
PST 3/e-PST 3

Secondary Sample

Student: Bart Payne ID: OHMY Grade: 7th
Teacher: Mrs. Smith School: Intervention Middle School

1) Academic Enablers:

Check appropriate description:	Always	Usually	Sometimes	Never
Attends class		X		
Is on time		X		
Comes to class prepared			X	
Completes class assignments				X
Turns in homework				X
Follows directions independently				X
Appears motivated			X	

2) Academic/Behavioral Performance:

Subject	Severely Below	Moderately Below	Mildly Below	Meeting Expectations	Exceeding Expectations
Reading					
Language Arts					
Math	X				
Science					
Social Studies					
Other (specify):					
Behavior		X			

3) If moderately or severely below expectations, what percentage of the class exhibits similar academic problems?

5% or less 5%-20% 20-50% Over 50%

4) If behavior is unsatisfactory, what percentage of the class exhibits similar behavioral problems?

5% or less 5%-20% 20-50% Over 50%

5) Student's Strengths: social skills, artistic.

6) Specific area(s) of concern (e.g., reading fluency, spelling, math problem solving, written language, aggressive behavior, poor motivation, etc.): motivation, multiplication, division, and math vocabulary.

7) Hypothesis: What is the most likely reason the problem is occurring? (Tip: responses on this page as well as the Decision Making Rubric will help guide hypothesis development): The problem is occurring because Bart lacks the foundational skills to perform on-level math work and is as such acting out in class to avoid the work. If math interventions were implemented, the problem would decrease.

8) Goal Statement (Write a specific attainable goal in observable and measurable terms related to the area of concern): In 9 weeks, Bart will score a 70% on a 5 minutes mixed calculation curriculum based measurement task (multiplication/division) and will reduce the number of outbursts by 20% and elopements by 50%.

Signature: Sheila Smith Date: 9/17/17
(Secondary teachers: Return form to student's guidance counselor)

***Student Data Collection: Intervention Development & Intervention Plan
PST 4/e-PST 4***

WHO: Completed by the classroom teacher, intervention teacher, or person providing targeted intervention to the student.

WHAT: Information to identify the specific intervention(s) being implemented as well as the provider of the intervention, the group size, the frequency of the intervention, the duration of session (time), the begin/end date of intervention, the baseline data, and progress data toward goal.

WHEN: When intervention is started. Only include interventions during current school year. In addition to the identified intervention, teachers may be utilizing another intervention due to multiple problems. In other cases, teachers may be implementing a second intervention because of poor response to the initial intervention.

WHERE: The person directly providing the intervention will have the information to complete this form.

WHY: To document interventions attempted and the student's response. Data will indicate if the evidence-based intervention should be continued or if other intervention(s) may be more effective. Furthermore, per House Bill 7069, educators must consult with parents and develop interventions for students on the Early Warning System report (EWS) in Grades K-8. These consultations and intervention plans should be documented on e-PST 2 and e-PST 4.

HOW: Indicate the specific intervention that has been utilized, the beginning and ending date, and the length of the intervention when meeting (e.g., 15 minutes, 30 minutes, etc). Indicate group size, how often (frequency) the intervention group meets, the intervention provider, and the actual performance in the form of a data point. If graphing progress, make sure that data points are entered on a pre-determined regular basis (e.g., every Wednesday) and ensure that the time between the data points is equidistant. Remember that interventions need time to work so after establishing baseline, it is recommended that at least 5 data points over a 5-week intervention period are collected. However, frequent progress monitoring allows for more frequent modifications of interventions. If during the 5 weeks you are finding that the intervention is not working, the intervention should be modified accordingly.

Information on graphing can be found on the "Response to Intervention" link of the PST webpage. See your school psychologist for more information on this topic and for help in determining if your student is making progress toward the goal.

Student Data Collection: Intervention Development & Implementation Plan
PST 4/e-PST 4

Student: _____ ID: _____ Grade: _____

Teacher: _____ School: _____

Intervention 1:

Focus of Intervention (specific academic skill or behavioral target): _____

Setting of intervention: Classroom: _____ Other (specify): _____

Start Date: _____

Specific intervention: _____

Group Size: Individual: _____ 2-3: _____ 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: _____ Daily: _____

Duration: 15 min.: _____ 20 min.: _____ 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: _____

Intervention Provider: GenEd: _____ ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data (baseline and include a minimum of 5 data points or attach graph):

Date/baseline point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Intervention 2 (if necessary)

Focus of Intervention (specific academic skill or behavioral target): _____

Check: follow up__ modified__ separate problem__

Setting of intervention: Classroom: _____ Other (specify): _____

Start Date: _____

Specific intervention: _____

Group Size: Individual: _____ 2-3: _____ 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: _____ Daily: _____

Duration: 15 min.: _____ 20 min.: _____ 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: _____

Intervention Provider: GenEd: _____ ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Student Data Collection: Intervention Development & Implementation Plan
PST 4/e-PST 4

Elementary Sample

Student Name: Dee Koder ID: DEAR Grade: 2nd

Teacher: Ella Mentry School: Intervention Elementary

Intervention 1:

Focus of Intervention (specific academic skill or behavioral target): Phonics

Setting of intervention: Classroom: Other (specify): _____

Start Date: 09/10/17

Specific intervention: additional Extension Level of SIPPS lessons

Group Size: Individual: _____ 2-3: _____ 4-8: More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: Four X/Wk: _____ Daily: _____

Duration: 15 min.: _____ 20 min.: 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: _____

Intervention Provider: GenEd: ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: 11/10/17 (should be at least 5 weeks of interventions after start date)

Progress Data (baseline and include a minimum of 5 data points or attach graph):

Date/baseline point: 9/21- MT 11-8/10 **Date/data point:** 10/21- MT 12- 9/10 **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Intervention 2 (if necessary)

Focus of Intervention (specific academic skill or behavioral target): Oral Reading Fluency

Check: follow up modified separate problem

Setting of intervention: Classroom: Other (specify): _____

Start Date: 11/3/17

Specific intervention: Read Naturally 2.0

Group Size: Individual: _____ 2-3: 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: Daily: _____

Duration: 15 min.: 20 min.: _____ 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: _____

Intervention Provider: GenEd: ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: 12/15/17 (should be at least 5 weeks of interventions after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: 10/16- Baseline 50 wrcpm **Date/data point:** 10/27- 52 wrcpm **Date/data point:** 11/8- 52 wrcpm

Date/data point: 11/29- 51 wrcpm **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Student Data Collection: Intervention Development & Implementation Plan
PST 4/e-PST 4

Secondary Sample

Student Name: Bart Payne ID: OHMY Grade: 7th

Teacher: Smith School: Intervention Middle School

Intervention 1:

Focus of Intervention (specific academic skill or behavioral target): outbursts/elopement

Setting of intervention: Classroom: Other (specify): _____

Start Date: 09/17/17

Specific intervention: behavior contract

Group Size: Individual: 2-3: 4-8: More than 8 but not whole class: Whole class:

Frequency: One X/Wk: Two X/Wk: Three X/Wk: Four X/Wk: Daily:

Duration: 15 min.: 20 min.: 30 min.: 45 min.: 60 min.: Other:

Intervention Provider: GenEd: ESE.: Counselor: Volunteer:

Other (specify role): _____

End Date: 11/29/17 (should be at least 5 weeks of interventions after start date)

Progress Data (baseline and include a minimum of 5 data points or attach graph):

Date/baseline point: 09/21- 4 outbursts, 1 elopement **Date/data point:** 9/28- 4 outbursts, 2 elopements

Date/data point: 10/7- 8 outbursts, 2 elopements **Date/data point:** 10/15- 10 outbursts, 2 elopements

Date/data point: 10/22- 10 outbursts, 1 elopement **Date/data point:** 11/1- 9 outbursts, 1 elopement

Date/data point: 11/8- 14 outbursts, 0 elopements **Date/data point:** 11/17- absent **Date/data point:** _____

Intervention 2 (if necessary)

Focus of Intervention (specific academic skill or behavioral target): multiplication/division/key terms

Check: follow up modified separate problem

Setting of intervention: Classroom: Other (specify): _____

Start Date: 9/17/17

Specific intervention: reteaching multiplication and division and reviewing key terms found in word problems in tutoring twice a week

Group Size: Individual: 2-3: 4-8: More than 8 but not whole class: Whole class:

Frequency: One X/Wk: Two X/Wk: Three X/Wk: Four X/Wk: Daily:

Duration: 15 min.: 20 min.: 30 min.: 45 min.: 60 min.: Other:

Intervention Provider: GenEd: ESE.: Counselor: Volunteer:

Other (specify role): _____

End Date: 11/29/17 (should be at least 5 weeks of interventions after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: 9/21- 34% **Date/data point:** 9/28- 25% **Date/data point:** 10/7- 42%

Date/data point: 10/15- 50% **Date/data point:** 10/22- 40% **Date/data point:** 11/1- 34%

Date/data point: 11/8- 50% **Date/data point:** 11/17- absent **Date/data point:** _____

Request for Problem Solving Team Assistance
PST 5/e-PST 5

WHO: PST 5/e-ST 5 is provided by the PST Chair to the classroom teacher when requested by the teacher. PST 5/e-PST 5 is completed by the classroom teacher.

WHAT: Request for Problem Solving Team Assistance.

WHEN: When data from the *Intervention Development & Implementation Plan* (PST 4/e-PST 4) indicate the need for further support and assistance or when requested by the student's parent(s). In order to access the Problem-Solving Team, Tier 1 and Tier 2 supports should be exhausted and the student's response to intervention suggests insufficient progress compared to the specified goal and to peers in the intervention group.

WHERE: In addition to completing PST 5/e-PST 5, attach PST 1-4 or submit e-PST 1-4 and any supporting documentation to the PST Chair.

WHY: To initiate scheduling of Problem Solving Team (PST) meeting.

HOW: Request forms from PST Chair or use the electronic platform. If further assistance is needed, contact your school psychologist.

Request for Problem Solving Team Assistance
PST 5/e-PST 5

Student: _____ DOB: _____ ID: _____ Grade: _____

Teacher: _____ School: _____

Referring Person: _____

Date of Request: _____

Area(s) of Concern:

Academic

Behavior

Attendance

Based on attached data, how did the problem respond to interventions?

Stayed the same

Problem increased

1. What intervention(s) worked?

2. Are you continuing to implement this intervention? yes no

3. What didn't work?

Attach PST 1-4. Students will be scheduled for a PST meeting upon receipt of the completed referral packet. Incomplete packets will be returned.

Request for Problem Solving Team Assistance
PST 5/e-PST 5

Elementary Sample

Student: Dee Koder DOB: 04/01/10 ID: DEAR Grade: 2nd

Teacher: Ella Mentry School: Intervention Elementary

Referring Person: Ella Mentry

Date of Request: 12/2/17

Area(s) of Concern:

Academic

Behavior

Attendance

Based on attached data, how did the problem respond to interventions?

Stayed the same

Problem increased

1. What intervention(s) worked?

SIPPS instruction has worked as Dee is currently in the Challenge Level and passing all mastery tests without needing additional SIPPS intervention.

Are you continuing to implement this intervention? yes no

2. What didn't work?

Read Naturally, changing seats, divider, and loss of privileges.

Attach PST 1-4. Students will be scheduled for a PST meeting upon receipt of the completed referral packet. Incomplete packets will be returned.

Request for Problem Solving Team Assistance
PST 5/e-PST 5

Secondary Sample

Student: Bart Payne DOB: 04/01/05 ID: OHMY Grade: 7th

Teacher: Smith School: Intervention Middle School

Referring Person: Smith

Date of Request: 12/4/17

Area(s) of Concern:

Academic

Behavior

Attendance

Based on attached data, how did the problem respond to interventions?

Stayed the same

Problem increased

1. What intervention(s) worked? Nothing

Are you continuing to implement this intervention? yes no

2. What didn't work? Behavior contract and reteaching did not work.

Attach PST 1-4. Students will be scheduled for a PST meeting upon receipt of the completed referral packet. Incomplete packets will be returned.

Problem Solving Team: Problem Identification & Analysis
PST 6/e-PST 6

WHO: Completed by the PST Chair with input from the team.

WHAT: Provides opportunity to clearly identify student's current observed performance, expected level of performance compared to benchmarks, the likely reasons the problem is occurring (hypotheses), and the goal to address the problem.

WHEN: PST 6/e-PST 6 is completed at the first meeting of the Problem-Solving Team.

WHERE: Data and information from Student Data Collection PST/e-PST 1-4 in conjunction with work samples are utilized for problem identification and analysis.

WHY: Problem identification and analysis significantly increases the likelihood of developing interventions that are specifically linked to the area of concern. The development of hypotheses during this problem-solving process narrows the focus of intervention selection.

HOW: When completing the goal statement for academic concerns (item 8), indicate the following areas:

In _____ weeks, student will (identify task in observable and measurable terms).

For example, "in 7 weeks, Dee will read 76 wcpm on a second grade DIBELS Next oral reading fluency passage with 95% accuracy."

When completing the goal statement for behavioral concerns (item 8), indicate the following areas:

In _____ weeks, _____(student) will _____(replacement behavior) ____%(target) of the time.

For example, "in 5 weeks, Randy will raise his hand to ask for assistance 90% of the time."

Tip: When developing the hypothesis, rule out hypotheses that you believe are ones that are not contributing to the problem. Once your hypothesis is developed, write a goal statement that is linked to the hypothesis.

When setting goals, set goals that are ambitious yet obtainable. It is important to remember that the goal that you set may not be the benchmark.

For more information on determining if a deficit is skill or performance based, on developing hypotheses, and in writing goal statements, access the PST website link "Analysis of the Problem."

Problem Solving Team: Problem Identification & Analysis
PST 6/e-PST 6

Student: _____ ID: _____ Grade: _____

Teacher: _____ School: _____ Date: _____

Class/subject (if not homeroom teacher): _____

Before relevant interventions can be put in place, it is critical to clearly identify the area(s) of concern (academic, health, behavior, etc.) that may be impacting student performance. The following questions are designed to assist in this process and will be completed during the Problem Solving Team Meeting.

ACADEMIC and/or BEHAVIORAL CONCERNS

1. What are the student's areas of strengths academically and behaviorally?

(Note to PST chair: At this point of the meeting, remember to share with parents and team the previous targeted interventions and summary on PST 4 and PST 5 as designated on your easel)

2. What level of performance is currently expected in the area of concern? In academic areas, expected levels are the benchmarks.

3. What is the student's current observed level of performance?

4. A problem is the difference between what is expected and what is observed. What is the problem? Identify in observable and measurable terms.

5. What percentage of students in the classroom demonstrates this discrepancy?

5% or less Between 5% and 20% Between 20% and 50% Over 50%

6. Does the problem appear to be a performance deficit or skill deficit? (check one)

Note: If you've seen the skill on several occasions and it appeared mastered, it increases the likelihood that the deficit is a performance deficit

7. Hypothesis: What is the most likely reason(s) this problem is occurring? (Consider ICEL)

8. What is the goal to address the problem? (write in observable and measurable terms)

Problem Solving Team: Problem Identification & Analysis
PST 6/e-PST 6

Elementary Sample

Student: Dee Koder ID: DEAR Grade: 2nd

Teacher: Ella Mentry School: Intervention Elementary Date: 01/06/18

Class/subject (if not homeroom teacher):

Before relevant interventions can be put in place, it is critical to clearly identify the area(s) of concern (academic, health, behavior, etc.) that may be impacting student performance. The following questions are designed to assist in this process and will be completed during the Problem Solving Team Meeting.

ACADEMIC and/or BEHAVIORAL CONCERNS

1. What are the student's areas of strengths academically and behaviorally? *Dee excels in math, is athletic, and kind to her classmates.*

(Note to PST chair: At this point of the meeting, remember to share with parents and team the previous targeted interventions and summary on PST 4 and PST 5 as designated on your easel)

2. What level of performance is currently expected in the area of concern? In academic areas, expected levels are the benchmarks. *Dee is expected to read at least 72 wrcpm, passing mastery tests in the SIPPS Challenge Level, and remain on task to complete work in ELA to complete the various tasks given during the week.*

3. What is the student's current observed level of performance? *Dee is currently reading 55 wrcpm, is passing all SIPPS Challenge Level mastery tests, is lacking focus during ELA and not completing assignments. Teacher reports she is only completing 2-3 ELA tasks a week and is not focusing on district expected computer work. She is out of seat, talking, sleeping, and playing in her desk.*

4. A problem is the difference between what is expected and what is observed. What is the problem? Identify in observable and measurable terms. *(72-55= 17) Dee is 17 words below fluency expectation at mid-year and 32 words below end of year expectation. She is on-target for fluency.*

5. What percentage of students in the classroom demonstrates this discrepancy?

5% or less Between 5% and 20% Between 20% and 50% Over 50%

6. Does the problem appear to be a performance deficit or skill deficit? (check one)

Note: If you've seen the skill on several occasions and it appeared mastered, it increases the likelihood that the deficit is a performance deficit

7. Hypothesis: What is the most likely reason(s) this problem is occurring? (Consider ICEL)

The problem is occurring because Dee is not maintaining attention and focus during instruction, which is impacting her ability to read fluently. If improvements in focusing and work completion were improved, fluency would increase.

8. What is the goal to address the problem? (write in observable and measurable terms)

In 8 weeks, Dee will remain on-task on 4 out of 5 observation opportunities and will increase her work completion in ELA from 2-3 assignments a week to 5-6 assignments a week.

Problem Solving Team: Problem Identification & Analysis
PST 6/e-PST 6

Secondary Sample

Student: Bart Payne ID: OHMY Grade: 7th

Teacher: Mrs. Smith School: Intervention Middle School Date: 12/15/17

Class/subject (if not homeroom teacher):

Before relevant interventions can be put in place, it is critical to clearly identify the area(s) of concern (academic, health, behavior, etc.) that may be impacting student performance. The following questions are designed to assist in this process and will be completed during the Problem Solving Team Meeting.

ACADEMIC and/or BEHAVIORAL CONCERNS

1. What are the student's areas of strengths academically and behaviorally? *Good social skills and is artistic.*

(Note to PST chair: At this point of the meeting, remember to share with parents and team the previous targeted interventions and summary on PST 4 and PST 5 as designated on your easel)

2. What level of performance is currently expected in the area of concern? In academic areas, expected levels are the benchmarks. *Bart is expected to refrain from outbursts and elopement, while maintaining a 70% on all math assignments and on-going progress monitoring measures.*

3. What is the student's current observed level of performance? *Bart is currently having approximately 8 outbursts and 1-2 elopements on days of observation opportunities and is scoring no higher than 50% on on-going progress monitoring tools and assignments.*

4. A problem is the difference between what is expected and what is observed. What is the problem? Identify in observable and measurable terms. *Bart scoring 20+% below math expectations, approximately 8 outbursts, and 1-2 elopements.*

5. What percentage of students in the classroom demonstrates this discrepancy?

5% or less Between 5% and 20% Between 20% and 50% Over 50%

6. Does the problem appear to be a performance deficit or skill deficit? (check one)

Note: If you've seen the skill on several occasions and it appeared mastered, it increases the likelihood that the deficit is a performance deficit

7. Hypothesis: What is the most likely reason(s) this problem is occurring? (Consider ICEL)

The problem is occurring because Bart lacks the necessary math skills to perform on-level. If his math skills improved his academic and behavior progress would improve.

8. What is the goal to address the problem? (write in observable and measurable terms)

In 6 weeks, Bart will score a 70% on 5-minute timed mixed calculation curriculum based measurements (multiplication/division), reduce the number of outbursts by 20% and elopements from 1-2 to 0-1.

Problem Solving Team: Analysis of Problem
PST 6B
(mandatory for behavior concerns)

WHO: Completed by the classroom teacher, school psychologist, guidance counselor or school social worker. If completed by a professional other than classroom teacher, the teacher must provide input.

WHAT: Information to determine cause and function of behavior (functional behavioral assessment).

WHEN: When a student is exhibiting behavioral difficulties that are not responding to Tier 1 and Tier 2 behavioral interventions. Completion of PST 6B precedes the development of a behavior intervention plan. In addition, it is recommended that PST 6B is completed prior to completing PST 6, as the information obtained will be useful in developing goal statements.

WHERE: Behavioral concerns may be manifested in multiple settings. PST 6B readily captures the settings and activities in which these behaviors are most likely to occur.

WHY: In order to develop a meaningful behavioral intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher orally respond during the PST meeting to the questions embedded in 6B, the team is more likely to generate interventions linked to the specific problem area.

HOW: At the PST meeting, the PST Chair will ask the teacher the questions designated on 6B. The teacher (and other team members) will be viewing the guiding questions flipchart as the Chair proceeds through the questions. The Chair will fill in 6B based on the teacher's responses to the questions.

**Problem Solving Team: Analysis of Problem
PST 6B (mandatory for behavior concerns)**

Student: _____ DOB: _____ ID: _____ Grade: _____
 Teacher: _____ School: _____ Date: _____
 Person(s) completing form: _____

Describe the SPECIFIC BEHAVIOR that interferes with the student's learning and/or the learning of his/her peers.

Environmental Conditions:

WHEN is the interfering behavior most likely to occur?

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> Before/After School | <input type="checkbox"/> Lunch/Recess | <input type="checkbox"/> Subject/Class Changes |
| <input type="checkbox"/> Morning | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Missed Medication(s) |
| <input type="checkbox"/> Other (specify): | | |

WHERE is the interfering behavior most likely to occur?

- | | | |
|--|--|--|
| <input type="checkbox"/> Bus/Walking to or from school | <input type="checkbox"/> Cafeteria/Lunch | <input type="checkbox"/> Hallways |
| <input type="checkbox"/> Regular Education Class(es) | <input type="checkbox"/> Special Education Classes | <input type="checkbox"/> Playground/Common areas |
| <input type="checkbox"/> Other (specify): | | |

During what SUBJECT/ACTIVITY is the interfering behavior most likely to occur?

- | | | |
|---|---|---|
| <input type="checkbox"/> Academic SUBJECTS (specify): | | |
| <input type="checkbox"/> Oral Instruction by Teacher | <input type="checkbox"/> Task/Assignment Directions | <input type="checkbox"/> Starting Assigned Work |
| <input type="checkbox"/> Individual Seat Work | <input type="checkbox"/> Group Work | <input type="checkbox"/> Transitions |
| <input type="checkbox"/> Unstructured Time | <input type="checkbox"/> Other (specify): | |

What INTERACTIONS/PEOPLE are most likely to be present, or contribute to, the interfering behavior?

- | | | |
|----------------------------------|---|--------------------------------------|
| <input type="checkbox"/> Teacher | <input type="checkbox"/> Classmates | <input type="checkbox"/> Other Peers |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Other (specify): | |

OTHER Contributing Factors:

- | | |
|--|--|
| <input type="checkbox"/> Adult Requests/Directives | <input type="checkbox"/> Changes to the Routine/Schedule |
| <input type="checkbox"/> Teasing from Other Students | <input type="checkbox"/> Limit Setting/Imposing Consequences |
| <input type="checkbox"/> Other (specify): | |

Is there a documentation of a medical concern that may explain the behavior? __Y __N
 If yes, what is the documented medical concern? _____

Hypothesizing the Function of the Interfering Behavior:

What possible purpose might the interfering behavior serve the student? What is the "pay off" for continuing to use the interfering behavior?

SEEKING:

- | | | |
|--|---|---|
| <input type="checkbox"/> Teacher/Adult Attention | <input type="checkbox"/> Peer Attention | <input type="checkbox"/> Social Status |
| <input type="checkbox"/> Freedom/Fun | <input type="checkbox"/> Empowerment/Choice | <input type="checkbox"/> Desired Activity |
| <input type="checkbox"/> Other (specify): | | |

AVOIDANCE, ESCAPE, PROTEST:

- | | | |
|--|--|---|
| <input type="checkbox"/> Sensory Overload | <input type="checkbox"/> Teacher Interaction | <input type="checkbox"/> Peer Interaction(s) |
| <input type="checkbox"/> Specific Subject/Activity | <input type="checkbox"/> Class Work | <input type="checkbox"/> Environment of Failure |
| <input type="checkbox"/> Other (specify): | | |

**Problem Solving Team: Analysis of Problem
PST 6B (mandatory for behavior concerns)**

Elementary Sample

Student: Dee Koder DOB: 4/1/10 ID: DEAR Grade: 2nd

Teacher: Ella Mentry School: Intervention Elementary Date: 1/6/18

Person Completing Form: Kara Lott/PST Chair

Describe the SPECIFIC BEHAVIOR that interferes with the student's learning and/or the learning of his/her peers.

Out of seat, talking, playing in desk, non-work completion

Environmental Conditions:

WHEN is the interfering behavior most likely to occur?

- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> Before/After School | <input type="checkbox"/> Lunch/Recess | <input type="checkbox"/> Subject/Class Changes |
| <input checked="" type="checkbox"/> Morning | <input type="checkbox"/> Afternoon | <input type="checkbox"/> Missed Medication(s) |
| <input type="checkbox"/> Other (specify): | | |

WHERE is the interfering behavior most likely to occur?

- | | | |
|---|--|--|
| <input type="checkbox"/> Bus/Walking to or from school | <input type="checkbox"/> Cafeteria/Lunch | <input type="checkbox"/> Hallways |
| <input checked="" type="checkbox"/> Regular Education Class(es) | <input type="checkbox"/> Special Education Classes | <input type="checkbox"/> Playground/Common areas |
| <input type="checkbox"/> Other (specify): | | |

During what SUBJECT/ACTIVITY is the interfering behavior most likely to occur?

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Academic SUBJECTS (specify): <u>ELA block</u> | <input type="checkbox"/> Task/Assignment Directions | <input type="checkbox"/> Starting Assigned Work |
| <input type="checkbox"/> Oral Instruction by Teacher | <input checked="" type="checkbox"/> Group Work | <input type="checkbox"/> Transitions |
| <input checked="" type="checkbox"/> Individual Seat Work | <input type="checkbox"/> Other (specify): | |
| <input type="checkbox"/> Unstructured Time | | |

What INTERACTIONS/PEOPLE are most likely to be present, or contribute to, the interfering behavior?

- | | | |
|---|--|--------------------------------------|
| <input checked="" type="checkbox"/> Teacher | <input checked="" type="checkbox"/> Classmates | <input type="checkbox"/> Other Peers |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Other (specify): | |

OTHER Contributing Factors:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Adult Requests/Directives | <input type="checkbox"/> Changes to the Routine/Schedule |
| <input type="checkbox"/> Teasing from Other Students | <input type="checkbox"/> Limit Setting/Imposing Consequences |
| <input checked="" type="checkbox"/> Other (specify): <u>Struggles with reading</u> | |

Is there a documentation of a medical concern that may explain the behavior? Y X N

If yes, what is the documented medical concern? _____

Hypothesizing the Function of the Interfering Behavior:

What possible purpose might the interfering behavior serve the student? What is the "pay off" for continuing to use the interfering behavior?

SEEKING:

- | | | |
|--|---|---|
| <input type="checkbox"/> Teacher/Adult Attention | <input type="checkbox"/> Peer Attention | <input type="checkbox"/> Social Status |
| <input type="checkbox"/> Freedom/Fun | <input type="checkbox"/> Empowerment/Choice | <input type="checkbox"/> Desired Activity |
| <input type="checkbox"/> Other (specify): | | |

AVOIDANCE, ESCAPE, PROTEST:

- | | | |
|---|--|--|
| <input type="checkbox"/> Sensory Overload | <input type="checkbox"/> Teacher Interaction | <input type="checkbox"/> Peer Interaction(s) |
| <input checked="" type="checkbox"/> Specific Subject/Activity | <input checked="" type="checkbox"/> Class Work | <input checked="" type="checkbox"/> Environment of Failure |
| <input type="checkbox"/> Other (specify): | | |

**Problem Solving Team: Analysis of Problem
PST 6B (mandatory for behavior concerns)**

Secondary Sample

Student: Bart Payne DOB: 4/1/05 ID: OHMY Grade: 7th
 Teacher: Mrs. Smith School: Intervention Middle Date: 12/15/17

Describe the SPECIFIC BEHAVIOR that interferes with the student's learning and/or the learning of his/her peers.
Bart is telling jokes, calling out, and eloping from the classroom.

Environmental Conditions:

WHEN is the interfering behavior most likely to occur?

- | | | |
|--|---|--|
| <input type="checkbox"/> Before/After School | <input type="checkbox"/> Lunch/Recess | <input type="checkbox"/> Subject/Class Changes |
| <input type="checkbox"/> Morning | <input checked="" type="checkbox"/> Afternoon | <input type="checkbox"/> Missed Medication(s) |
| <input type="checkbox"/> Other (specify): | | |

WHERE is the interfering behavior most likely to occur?

- | | | |
|---|--|--|
| <input type="checkbox"/> Bus/Walking to or from school | <input type="checkbox"/> Cafeteria/Lunch | <input type="checkbox"/> Hallways |
| <input checked="" type="checkbox"/> Regular Education Class(es) | <input type="checkbox"/> Special Education Classes | <input type="checkbox"/> Playground/Common areas |
| <input type="checkbox"/> Other (specify): | | |

During what SUBJECT/ACTIVITY is the interfering behavior most likely to occur?

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Academic SUBJECTS (specify): Math, Reading | <input type="checkbox"/> Task/Assignment Directions | <input type="checkbox"/> Starting Assigned Work |
| <input type="checkbox"/> Oral Instruction by Teacher | <input type="checkbox"/> Group Work | <input type="checkbox"/> Transitions |
| <input checked="" type="checkbox"/> Individual Seat Work | <input checked="" type="checkbox"/> Other (specify): | |
| <input type="checkbox"/> Unstructured Time | | |

What INTERACTIONS/PEOPLE are most likely to be present, or contribute to, the interfering behavior?

- | | | |
|---|--|--------------------------------------|
| <input checked="" type="checkbox"/> Teacher | <input checked="" type="checkbox"/> Classmates | <input type="checkbox"/> Other Peers |
| <input type="checkbox"/> Staff | <input type="checkbox"/> Other (specify): | |

OTHER Contributing Factors:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Adult Requests/Directives | <input type="checkbox"/> Changes to the Routine/Schedule |
| <input type="checkbox"/> Teasing from Other Students | <input type="checkbox"/> Limit Setting/Imposing Consequences |
| <input type="checkbox"/> Other (specify): | |

Is there a documentation of a medical concern that may explain the behavior? Y X N
 If yes, what is the documented medical concern? _____

Hypothesizing the Function of the Interfering Behavior:

What possible purpose might the interfering behavior serve the student? What is the "pay off" for continuing to use the interfering behavior?

SEEKING:

- | | | |
|--|---|---|
| <input type="checkbox"/> Teacher/Adult Attention | <input type="checkbox"/> Peer Attention | <input type="checkbox"/> Social Status |
| <input type="checkbox"/> Freedom/Fun | <input type="checkbox"/> Empowerment/Choice | <input type="checkbox"/> Desired Activity |
| <input type="checkbox"/> Other (specify): | | |

AVOIDANCE, ESCAPE, PROTEST:

- | | | |
|--|--|---|
| <input type="checkbox"/> Sensory Overload | <input type="checkbox"/> Teacher Interaction | <input type="checkbox"/> Peer Interaction(s) |
| <input type="checkbox"/> Specific Subject/Activity | <input checked="" type="checkbox"/> Class Work | <input type="checkbox"/> Environment of Failure |
| <input type="checkbox"/> Other (specify): | | |

Problem Solving Team: Intervention Development & Implementation Plan PST 7/e-PST 7

WHO: Completed by the PST Chair with input from team.

WHAT: Indicates specific evidence-based interventions recommended by team during the PST meeting. The intervention developed at this phase can be a new intervention or the interventions identified on PST/e-PST 4 can be intensified. In addition, the team will suggest setting, group size, frequency, duration, and progress monitoring based on student needs, school resources, and *requirements of the specific intervention*.

WHEN: All but the progress data is completed at the PST meeting. Following the meeting, progress data will be collected throughout the course of intervention implementation and recorded on PST 7 (or preferably, attach graph indicating progress toward goal).

WHERE: Refer to school's resource map to find interventions that are accessible and able to be properly implemented at the school. In addition, team members may also recommend evidence-based interventions that are accessible on-line or through other various means.

WHY: To find solutions/effective interventions for students who did not respond adequately to previously attempted interventions. The SLD rule indicates intensity of interventions be considered. As a result, some students may only have one intervention, but during the intervention implementation phase the teacher (or other intervention provider) intensifies the intervention by increasing frequency of the intervention (e.g., from twice a week to four times a week) or decreases the group size. This change would constitute the intent of "interventions" and in these cases, only one specific intervention may be noted. In other cases, there may be more than one intervention. If necessary, a second intervention may be implemented.

HOW: All information with the exception of the section designated as "Progress Data" is completed at the PST meeting. Following the meeting, a copy of PST 7 will be provided to the teacher or the designated intervention provider. The teacher (or intervention provider if a different person) will input the dates the progress is monitored and the actual progress on PST 7.

Problem Solving Team: Intervention Development & Implementation Plan
PST 7/e-PST 7

Student: _____ ID: _____ Grade: _____

Teacher: _____ School: _____

Date of today's PST meeting:

Intervention 1:

Focus of Intervention (specific academic skill or behavioral target): _____

Setting of intervention: Classroom: _____ Other (specify): _____

Start Date: _____

Specific intervention: _____

Group Size: Individual: _____ 2-3: _____ 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: _____ Daily: _____

Duration: 15 min.: _____ 20 min.: _____ 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: _____

Intervention Provider: GenEd: _____ ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data (baseline and include a minimum of 5 data points or attach graph):

Date/baseline point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Intervention 2 (if necessary)

Focus of Intervention (specific academic skill or behavioral target): _____

Check: follow up__ modified__ separate problem__

Setting of intervention: Classroom: _____ Other (specify): _____

Start Date: _____

Specific intervention: _____

Group Size: Individual: _____ 2-3: _____ 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: _____ Daily: _____

Duration: 15 min.: _____ 20 min.: _____ 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: _____

Intervention Provider: GenEd: _____ ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Problem Solving Team: Intervention Development & Implementation Plan
PST 7/e-PST 7

Elementary Sample

Student Name: Dee Koder ID: DEAR Grade: 2nd
 Teacher: Ella Mentry School: Intervention Elementary
 Date of today's PST meeting: 01/06/18

Intervention 1:

Focus of Intervention (specific academic skill or behavioral target): Attention

Setting of intervention: Classroom: Other (specify): _____

Start Date: 1/11/18

Specific intervention: Mindfulness activities to help Dee learn to recognize when she loses focuses and to get back on task

Group Size: Individual: _____ 2-3: 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: Four X/Wk: _____ Daily: _____

Duration: 15 min.: _____ 20 min.: 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: _____

Intervention Provider: GenEd: ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: 3/09/18 (Should be at least 5 weeks of intervention after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: 1/12- 2/5 times Date/data point: 1/17- 1/5 Date/data point: 1/25- 4/5

Date/data point: 2/4- 3/5 Date/data point: _____ Date/data point: _____

Date/data point: _____ Date/data point: _____ Date/data point: _____

Intervention 2 (if necessary)

Focus of Intervention (specific academic skill or behavioral target): Work completion

Check: follow up modified separate problem

Setting of intervention: Classroom: Other (specify): _____

Start Date: 1/11/18

Specific intervention: visual checklist to assist in knowing what is needed to complete an assignment in ELA

Group Size: Individual: 2-3: _____ 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: _____ Daily:

Duration: 15 min.: _____ 20 min.: _____ 30 min.: _____ 45 min.: _____ 60 min.: _____ Other:

Intervention Provider: GenEd: ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: 3/9/18 (Should be at least 5 weeks of intervention after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: 1/12- 3/7 assignments Date/data point: 1/17- 5/7 assignments Date/data point: 1/24- 6/7 assignments

Date/data point: _____ Date/data point: _____ Date/data point: _____

Date/data point: _____ Date/data point: _____ Date/data point: _____

**Problem Solving Team: Intervention Development & Implementation Plan
PST 7/e-PST 7**

Secondary Sample

Student Name: Bart Payne ID: OHMY Grade: 7th
 Teacher: Smith School: Intervention Middle School
 Date of today's PST meeting: 12/15/17

Intervention 1:

Focus of Intervention (specific academic skill or behavioral target): Outbursts, elopement

Setting of intervention: Classroom: X Other (specify): _____

Start Date: 1/5/18

Specific intervention: check-in/check-out

Group Size: Individual: X 2-3: _____ 4-8: _____ More than 8 but not whole class: _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: _____ Daily: X

Duration: 15 min.: _____ 20 min.: _____ 30 min.: _____ 45 min.: _____ 60 min.: _____ Other: X

Intervention Provider: GenEd: X ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: 2/15/18 (Should be at least 5 weeks of intervention after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: 1/9- 5 outbursts, 1 elopement **Date/data point:** 1/17- 5 outbursts, 0 elopement

Date/data point: _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____

Intervention 2 (if necessary)

Focus of Intervention (specific academic skill or behavioral target): Multiplication/division and key vocabulary terms

Check: follow up _____ modified _____ separate problem X

Setting of intervention: Classroom: X Other (specify): _____

Start Date: 1/5/18

Specific intervention: incremental rehearsal, visual representations, review and practice using varied word problems

Group Size: Individual: X 2-3: _____ 4-8: _____ More than 8 but not whole class _____ Whole class: _____

Frequency: One X/Wk: _____ Two X/Wk: _____ Three X/Wk: _____ Four X/Wk: X Daily: _____

Duration: 15 min.: _____ 20 min.: _____ 30 min.: _____ 45 min.: X 60 min.: _____ Other: _____

Intervention Provider: GenEd: X ESE.: _____ Counselor: _____ Volunteer: _____

Other (specify role): _____

End Date: 02/15/18 (Should be at least 5 weeks of intervention after start date)

Progress Data (include a minimum of 5 data points or attach graph):

Date/baseline point: 1/9- 45% **Date/data point:** 1/17- 50% **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

Date/data point: _____ **Date/data point:** _____ **Date/data point:** _____

***Problem Solving Team: Response to Intervention
Updates and Recommendations
PST 8/e-PST 8***

WHO: Completed by the PST Chair with input from the teacher/ intervention provider and other team members.

WHAT: Based on data collected throughout the problem solving process, the team determines educational needs based on the student's response to interventions.

WHEN: Rtl updates and recommendations are made when the data is sufficient to indicate a response. PST 8 occurs as the final stage of the PST meeting.

WHERE: The necessary data is documented throughout the entire process and specifically is identified on the *Intervention Development/ Implementation Plan* (PST4 and/or PST7).

WHY: Data drive the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

HOW: The PST Chair will guide the team through this phase of the process by asking guiding questions on the PST flipchart. The data that is collected throughout PST 4 and/or PST 7 will be used to determine if the problem has decreased ☺, stayed the same, or increased ☹.

All attendees at the meeting will sign on the bottom of PST 8 on the designated lines. It is important for the PST Chair to determine at the meeting the date/time of the next meeting (if applicable) to discuss response to intervention (Rtl). The parent should be provided with a copy of PST 8 when completed as it will provide them with the team decision(s) and the date/time of the follow-up Rtl meeting (if needed).

The PST Chair should maintain an on-going log of the dates/outcomes of the PST meetings. The log should include the name of the student, teacher, dates, and type of problem (e.g., reading, behavior, etc.). Recording the number on a log that corresponds to the "Team Decision(s)" section of PST 8 is an easy method to track the team based decisions at a school building.

**Problem Solving Team: Response to Intervention
Updates and Recommendations
PST 8/e-PST 8**

Student: _____ DOB: _____ ID: _____ Grade: _____

Today's Date: _____ initial meeting Follow-up meeting

Student's current observed performance:

Student's current level of support: Tier One Tier Two Tier Three, if applicable

Was attendance during the intervention sessions an issue? Yes No

Intervention summary:

Since the time targeted interventions were started, has the problem:

decreased 😊 stayed the same increased ☹️

What worked: _____

What didn't work: _____

Team decision(s):

1. Discontinue intervention – goal achieved
2. Continue intervention as previously written Follow-Up Meeting: ___/___/___
3. Modify intervention (team updates PST 7) Follow-Up Meeting: ___/___/___
4. Refer to Alternative Program: _____
5. Develop 504 Plan (Student meets 504 eligibility criteria and documentation is provided)
6. Refer for Social History (complete referral for Social History)
7. Refer for Psychoeducational Evaluation (complete referral for Psychoeducational Evaluation)
8. Other: _____

Team Member Signatures (and Title for "Other"):

PST Chair: _____

Other: _____

Teacher: _____

Other: _____

Parent/Guardian: _____

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

**Problem Solving Team: Response to Intervention
Updates and Recommendations
PST 8/e-PST 8**

Elementary Sample

Student: Dee Koder DOB: 04/01/00 ID: DEAR Grade: 2nd

Today's Date: 1/6/18 initial meeting Follow-up meeting

Student's current observed performance: Dee is reading 17 words below current expectation and 32 words below end of year expectation. She is experiencing significant lack of focus and is only completing 2-3 ELA assignments during the week.

Student's current level of support: Tier One Tier Two Tier Three, if applicable
Was attendance during the intervention sessions of issue? Yes No

Intervention summary:

Since the time targeted interventions were started, has the problem:

decreased 😊 stayed the same increased ☹️

What worked: SIPPS is working in the area of phonics.

What didn't work: Read Naturally, change in seat, divider, and loss of privileges.

Team decision(s):

1. Discontinue intervention – goal achieved
2. Continue intervention as previously written
3. Modify intervention (team updates PST 7) Follow-Up Meeting: 03 / 21 / 18
4. Refer to Alternative Program: _____
5. Develop 504 Plan (Student meets 504 eligibility criteria and documentation is provided)
6. Refer for Social History (complete referral for Social History)
7. Refer for Psychoeducational Assessment (complete referral for Psychoeducational Evaluation)
8. Other: _____

Team Member Signatures (and Title for "Other"):

PST Chair: Karra Lott

Other: _____

Teacher: Ella Mentry

Other: _____

Parent/Guardian: Dee Dee Koder

Other: _____

Other: Tom Cruise-School Psychologist

Other: _____

Other: Connie Reeder-Reading Coach

Other: _____

**Problem Solving Team: Response to Intervention
Updates and Recommendations
PST 8/e-PST 8**

Secondary Sample

Student: Bart Payne DOB: 04/01/05 ID: OHMY Grade 7th

Today's Date: 12/15/17 initial meeting Follow-up meeting

Student's current observed performance: Bart is scoring no higher than 50% on math progress monitoring tools and assignments and is having a high number of outbursts and 1-2 elopements during observation periods.

Student's current level of support: Tier One Tier Two Tier Three, if applicable
Was attendance during the intervention sessions of issue? Yes No

Intervention summary:

Since the time targeted interventions were started, has the problem:
 decreased 😊 stayed the same increased ☹️

What worked: Nothing

What didn't work: behavior contract and reteaching

Team decision(s):

1. Discontinue intervention – goal achieved
2. Continue intervention as previously written
3. Modify intervention (team updates PST 7) Follow-Up Meeting: / /
4. Refer to Alternative Program: _____
5. Develop 504 Plan (Student meets 504 eligibility criteria and documentation is provided)
6. Refer for Social History (complete referral for Social History)
7. Refer for Psychoeducational Assessment (complete referral for Psychoeducational Evaluation)
8. Other: _____

Team Member Signatures (and Title for "Other"):

PST Chair: Karra Lott

Other: _____

Teacher: Maggie Smith

Other: _____

Parent/Guardian: Mrs. Payne

Other: _____

Other: Daryl Schwab-School Counselor

Other: _____

Other: Julia Roberts-School Psychologist

Other: _____

Appendix

Guide to the PST Webpage

The PST webpage is an excellent site for the resources that school teams and teachers need to effectively problem solve.

The webpage can be accessed through <http://myvolusiaschools.org/problem-solving-rti/Pages/default.aspx>.

Once on the PST webpage, users can link to any of the four steps of the problem-solving process (i.e., **P**roblem Identification, **A**nalysis of Problem, **I**ntervention Implementation, and **R**esponse to Intervention). Each of these links provides educational professionals with relevant information, evidence-based interventions, and graphing tools. In addition, a toolkit is provided on the bottom of the PST homepage which links to excellent resources. Forms (PST 1-8) as well as parent invitation letters and parent consent forms are easily downloaded via the “Forms” link on the PST intranet page located at <https://intranet.volusia.k12.fl.us/departments/problem-solving-rti-pst/Pages/default.aspx>.

Guidelines for Submitting Referrals

When the Problem-Solving Team determines (based on data) that a request for an evaluation is warranted, the following steps should be followed by the PST Chair:

1. Ensure PST 1-8 is completed. The parent/guardian should sign consent for formal evaluation at the PST meeting if the parent/guardian and team concur that a psychoeducational evaluation is warranted. If parent is not in attendance, contact parent to review information discussed and team decisions and provide parent with consent form. Be sure to provide parent with procedural safeguards.
 - a. Vision/hearing screening results should have been obtained prior to PST meeting to share with team members.
 - b. Speech/language screeners can be requested at the PST meeting if concerns are evident.
 - c. Vision, hearing, speech, and/or language screeners should be obtained early in the process if in fact it appears a concern is impeding academic progress.
 - d. In addition, if a student is in need of a behavior intervention plan and a Functional Behavioral Assessment (FBA) is requested in order to develop the plan, the consent for FBA should be obtained from the parent/guardian.
 - e. Both the consent for screenings and consent for FBA is contained on one form and is available on the PST forms page. The screening form is available for download on the PST forms link on the PST webpage.
2. Psychoeducational Referrals:
 - a. Complete referral packet: signed and dated parent consent, completed PST 1-8 forms, completed screening form, Parent Input form, and the psychological referral form (accessible through the PST forms link on the PST webpage). Original forms remain in the student's yellow folder.
 - b. Submit completed packet to your school's SharePoint site: Referrals for Evaluation if you are a public, charter, or alternative school.
 - c. If you are a private school, send completed packet to Della Sheridan at ESE/SS-2nd Floor Brewster or via email to dcsherid@volusia.k12.fl.us.
3. Social History Referrals:
 - a. Complete referral packet: signed and dated parent consent, completed PST 1-8 forms, the completed screening form, Parent Input form, and the social history referral cover form (accessible through the PST forms link on the PST webpage). Original forms remain in the student's yellow folder.
 - b. Submit completed packet to your school social worker via the SharePoint site: Referrals for Evaluation if you are a public, charter, or alternative school.
 - c. If you are a private school, send completed packet to Lisa Wuebkenberg at ESE/SS-2nd Floor Brewster or via email to lkwoebke@volusia.k12.fl.us.
4. Speech/Language Referrals:
 - a. Complete referral packet: signed and dated parent consent, completed PST 1-8 forms, the completed screening form, Parent Input form, and the speech/language referral cover form (accessible through the PST forms link on the PST webpage). Original forms remain in the student's yellow folder.
 - b. Submit completed packet to your speech/language pathologist via the SharePoint site: Referrals for Evaluation if you are a public or alternative school.

Resources and References Regarding Problem Solving and RtI

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